DOCUMENT RESUME

ED 284 416 FL 016 412

TITLE BILC Report 1985.
INSTITUTION Defense Language Inst., Monterey, Calif.
PUB DATE 85
NOTE 59p.; Prepared by the Academic Advisory Council.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Annual Reports; Communicative Competence (Languages); Correspondence Study; Curriculum Development; *Information Dissemination; *Institutes (Training Programs); *Instructional Development; *International Organizations; *Second Language Instruction
IDENTIFIERS *Bureau for International Language Coordination; *Defense Language Institute

ABSTRACT

This volume presents a report about the Bureau for International Language Coordination (BILC). A brief description is presented of the BILC, whose major responsibilities are (1) to disseminate information to participating countries on developments in the field of language training and (2) to convene an annual conference of participating nations to review the work done in the coordination field and in the study of particular language topics. Following a brief synopsis of the 1985 BILC conference, two articles are presented: "Identifying and Controlling Major Parameters Governing the Duration of Military Language Training, Specifically: Aptitude, Self-Study and Course Format" (Renzo Titone); and "Toward Communicative, Skill-Oriented Language Courses (Ideas on the Development of Appropriate Curricula)" (J. Rohrer et al.). A report delivered at the 1985 conference, "Defense Language Institute Foreign Language Center Nonresident Courses" (Vu Tam Ich) and annual reports of three centers--the Defense Language Institute Foreign Language Center, the Defense Language Institute Foreign Service Institute, and the Defense Language Institute English Language Center--conclude the document. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED284416

ACADEMIC ADVISORY COUNCIL

BILC REPORT
1985

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L Woytak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER

FL016412

BEST COPY AVAILABLE

This publication is to be used primarily in support of training military personnel as part of the Defense Language Program (resident and nonresident). Inquiries concerning the use of materials, including requests for copies, should be addressed to:

Defense Language Institute
Foreign Language Center
Nonresident Training Division
Presidio of Monterey, CA 93944-5006

Topics in the areas of politics, international relations, mores, etc., which may be considered as controversial from some points of view are sometimes included in language training for DLIFLC students, since military personnel may find themselves in positions where clear understanding of conversations or written material of this nature will be essential to their mission. The presence of controversial statements—whether real or apparent—in DLIFLC materials should not be construed as representing the opinions of the writers, the Defense Language Institute, or the Department of Defense.

Actual brand names and businesses are sometimes cited in DLIFLC instructional materials to provide instruction in their pronunciation and meanings. The selection of such proprietary terms and names is based solely on their value for instruction in the language and does not constitute endorsement of any product or commercial enterprise nor is it intended to invite a comparison with other brand names and businesses not mentioned.

In DLIFLC publications, the words "he," "him" and "his" denote both masculine and feminine genders. This statement does not apply to translations of foreign language texts.

CONTENTS

Introduction. 1

Bureau for International Language Coordination. 2

1985 BILC Conference. 3

U.S. Delegation to the 1985 Conference. 3

Summaries of Dr. Titone's and Mr. Rohrer's Articles. 4

"Identifying and Controlling Major Parameters Governing the Duration of Military Language Training. Specifically: Aptitude, Self-Study and Course Format" by Renzo Titone. 5

"Toward Communicative, Skill-oriented Language Courses" (Ideas on the development of Appropriate Curricula) by J. Rohrer. 18

"Defense Language Institute Foreign Language Center Nonresident Courses" by Vu Tam Ich 29

Foreign Language Institute Foreign Language Center Annual Report BILC Conference 1985 33

Foreign Language Institute Foreign Service Institute Annual Report BILC Conference 1985 47

Defense Language Institute English Language Center Annual Report BILC Conference 1985 51

INTRODUCTION

The Academic Advisory Council (AAC) is pleased to present the following report about the Bureau for International Language Coordination (BILC). In addition to the DLIFLC Annual BILC Report and the self-instructional course workshop report by Dr. Vu Tam Ich, this booklet contains two informative articles: "Identifying and Controlling Major Parameters Governing the Duration of Military Language Training. Specifically: Aptitude, Self-Study and Course Format," by Dr. Renzo Titone, University of Rome, Italy, and "Toward Communicative, Skill-Oriented Language Courses," by J. Rohrer et al., Budessprachenamt of the Federal Republic of Germany.

The AAC is also pleased that DLIFLC has been chosen the site for the 1986 BILC Conference, granting us the opportunity to learn more about BILC and how NATO countries deal with their language programs.

We thank Dr. Ich of DIN, the Curriculum and Nonresident Divisions, and AAC members--especially Ms. Kucekova, Mr. Salem, and Mr. Wijbrandus--for making this package available.

Alfi Yacoub

ALFI YACOUB
AAC President

BUREAU FOR INTERNATIONAL LANGUAGE COORDINATION (BILC)

BILC was created in 1966. Its responsibilities were outlined in a memorandum dated 26 July 1966 from the British Ministry of Defense:

a. Dissemination to participating countries of information on developments in the field of language training.

b. Convening of an annual conference of participating nations to review the work done in the coordination field and in the study of particular language topics.

Full membership is open to all NATO countries. At present, BILC has 12 full members: Belgium, Canada, France, Federal Republic of Germany, Greece, Italy, Netherlands, Portugal, Spain, Turkey, United Kingdom, and United States. In addition, the Supreme Headquarters Allied Powers Europe (SHAPE) is an associated non-voting member.

The BILC secretariat is provided by the Federal Republic of Germany. It is based at the Bundessprachenamt in Hurth and consists normally of a chairman and a secretary.

The official policy-making body of BILC is its steering committee which includes the head of each member delegation present at meetings. It meets during annual conferences. Each full member in attendance has one vote on proposals submitted to the steering committee.

The official languages of BILC are English and French.

The U.S. Joint Chiefs of Staff have designated the Commandant, DLIFLC, as the U.S. Government representative to BILC. As such, the Commandant serves as head of the U.S. delegation which includes DLIFLC, DLIELC, and FSI representatives.

BILC has made steady progress in improving communication and coordination among NATO countries regarding such areas as course development, language proficiency levels, language testing, standarization, and interoperability.

1985 BILC CONFERENCE

The 1985 BILC Conference was hosted by the Italian Government and held in the Scuola di Guerra Aerea (Air War College) in Florence from 24 to 28 June 1985. It was attended by delegations from its 12 full members and from SHAPE, its associate member.

The conference theme was to identify and control major parameters governing the duration of military language training, specifically: aptitude, self-study, and course format. Three work groups were organized to study those parameters. A guest speaker, Professor Renzo Titone of the University of Rome, also gave a paper on the conference theme.

In addition to study group meetings, there were general sessions in which reports were made by delegation heads, study group chairpersons, and the BILC Steering Committee. Conducted tours to Florence and a neighboring town, Siena, were offered to all participants.

As the official policy-making body of BILC, its steering committee approved the proposal that the 1986 BILC Conference be hosted by DLIFLC and that the 1987 Conference be held in Portugal.

Members of the U.S. Delegation to the 1985 Conference included:

1. COL David A. McNerney, DLIFLC Commandant, who was delegation head and member of the Steering Committee and the Self-Study Course Work Group.

2. Dr. Vu Tam Ich, Assistant Dean for Instruction, DLIFLC, who chaired the Self-Study Course Work Group.

3. Dr. Martha Herzog, Chief, Tests and Standards Division, Office of the Assistant Dean for Evaluation and Standardization, DLIFLC, who participated in the Aptitude Testing Work Group.

4. COL John M. Kilborn, DLIELC Commandant, who participated in the Self-Study Course Work Group.

5. LTC Richard Brace, Dean of Academics, DLIELC, who participated in the Course Format Work Group.

6. Mr. J. Crawford, Acting Associate Dean, FSI School of Languages, who was a member of the Course Format Work Group.

"IDENTIYING AND CONTROLLING MAJOR PARAMETERS GOVERNING THE DURATION OF MILITARY LANGUAGE TRAINING, SPECIFICALLY: APTITUDE, SELF-STUDY AND COURSE FORMAT" by Renzo Titone

Renzo Titone discusses the implications of psycholinguistic research for language teaching/learning; how language knowledge can facilitate second language learning, how context and meaning matter to language learning, how the learner's age and personality influence second language acquisition, and how language learning theories gain validity through experimentation.

Titone looks at language curricula in terms of goals and objectives, motivational variables, and pedagogical materials. Essential concerns are pattern drills for pronunciation and morphological features, situational exercises to promote meaning, and a text that reflects the audience.

Titone defines "modular" teaching and outlines the three learning cycles related to the assimilation of language skills: cognition, practice, and control.

He divides cognition into three microphases: global perception, operational analysis, and operational synthesis, defines practice as reinforcement through "the intensive and extensive manipulation of language wholes as well as of single items in a meaningful context and true to life situations," and defines control as the exercise of evaluation and correction.

The "modular" teaching model ensures language training intensity through the use of four basic phases: situational-functional framing (Explain), pattern drilling (Drill), situational reinforcement (Act Out), and functional feedback (Explain). Psycholinguistic research shows, according to Titone, that such an intensive, flexible model promises maximum effectiveness.

"TOWARD COMMUNICATIVE, SKILL-ORIENTED LANGUAGE COURSES"
(Ideas on the development of appropriate curricula)
by J. Rohrer et al.

In his BILC conference presentation, Josef Rohrer states that proficiency in a language requires two major skills: understanding (listening and reading) and expression (speaking and writing). The Bundeswehr has been working towards a proficiency-oriented language training system since 1977 by creating proficiency level criteria and then constructing examinations that give equal value to the major skills. A curriculum has been established to train students to meet proficiency-oriented examination requirements. A "flexible curricula" is important and should be tailored to the needs of users in terms of topics to be covered and skill level to be attained.

Authenticity is a significant consideration for developing language courses. According to Rohrer, "Only when the language taught is authentic in content, use and form can we say that the language course does justice to our contemporary understanding of the nature of language." The article offers many examples of authenticity.

IDENTIFYING AND CONTROLLING MAJOR PARAMETERS GOVERNING THE DURATION OF MILITARY LANGUAGE TRAINING. SPECIFICALLY: APTITUDE, SELF-STUDY, AND COURSE FORMAT.

Renzo Titone, Professor,
University of Rome, Italy

The vastness and complexity of the subject indicated in the title of this paper compel me to make a very restricted choice of a few aspects that I deem more vital and pertinent with respect to the objectives of foreign language teaching in a modern perspective. I start from two basic assumptions: (1) The more significant contributions to rejevenating the science of language teaching have recently come mainly from applied psycholinguistics, less from theoretical linguistics; (2) A central criterion of effectiveness in language teaching methodology is the characteristic of "intensiveness" in planning language courses.

Therefore, I think that I could concentrate my talk around two principal aspects: (1) Language teaching and applied psycholinguistics: research, strategies, and models; (2) A model of an intensive language-teaching unit. Obviously, the theoretical premises of the first section of my paper will carry over into a suggested line of practice.

1. Language Teaching and Applied Psycholinguistics

Faced with a labyrinth of learner variables and a plethora of teaching methodologies to choose from, what criteria should guide the teacher in choosing teaching strategies? As I have argued on several occasions, a knowledge of psycholinguistic research and theory can be of great help in aiding the teacher to select an appropriate teaching strategy. But, what aspects of psycholinguistic theory and research are relevant to language teaching? The answer to this question is both simple and complicated. It is simple because the research into the psychology of language learning has discovered some constants which can definitely aid the teacher in choosing teaching strategy. On the other hand, it is complicated because no one can ever be sure what will happen when the theoretical models and research findings are translated into teaching strategies. This does not mean that the teacher should give up hope and return to a prescientific era of teaching. On the contrary, he should test and evaluate certain psycholinguistically-based teaching strategies by himself. In this way he can also contribute to the elaboration, refinement or even abandonment of these strategies. In this sense, the teacher is the only true "applied psycholinguist."

1.1 The Relevance of Psycholinguistic Research

As mentioned at the outset, the field of psycholinguistics has made many significant contributions to our understanding of how languages work and are learned. Many of these have

simply added to the storehouse of knowledge on the language phenomenon. Others have some important implications when expressed in pedagogical terms. I will now outline some of the more salient implications that I think merit the attention of teachers. Many more can, of course, be gleaned from the experimental literature:

1. Language is systematic and patterned, and can be described in terms of rules. The teacher can take advantage of this fact by preparing appropriate descriptive statements for the cultivation of cognitive control in older learners.

2. The knowledge of one's native language can facilitate the learning of a second language. The comparative statements a teacher can make between L_1 and L_2 can serve many useful purposes.

3. Since interlinguistic and intralinguistic error-producing mechanisms characterize L_2 learning, the teacher should be prepared to tolerate many errors and to provide appropriate emendatory strategies.

4. The behaviorists have shown that some conditioning is involved in language learning, especially in the development of perceptual and motor skills. The teacher should thus use some instrumental learning techniques for some aspects of the learning process.

5. Cognitive psycholinguists have demonstrated quite convincingly that, for the long term, learning must be meaningful. The teacher should thus always make sure that the learning activities he employs are meaningful.

6. Language is communication. Teachers should always make sure that the language is used in communicative settings. The study of language as an abstract mathematical system is for advanced theoretical linguistics, not for the language classroom.

7. Certain neurological factors dictate that language teaching should be in line with the age of the learner. Spontaneous learning is best suited for children; whereas some formal training may prove indispensable for older learners with a formal educational background.

8. The context of learning is also an important factor. If, as the behaviorists claim, the environment is a contributing factor to the learning process, then the teacher should always be sure to provide a stimulating learning environment.

9. The learner's personality (language aptitude, learning

style, motivation, etc.,) is a pivotal cog in the learning process. A teacher should always make an effort to know his students.

10. Perhaps the most important implication is that a theory is worthless until it has been shown to be valid by experimentation. The teacher should test and validate any teaching procedure, and make any necessary change in line with the findings of his experimentation.

1.2 Language Curricula

Given the knowledge that a teacher may have garnered from a pedagogical consideration of the implications of psycholinguistic research, how does it affect the programming of language instruction? Although it is beyond the scope of this section to deal with practical matters of curriculum planning, I will discuss briefly how a knowledge of applied psycholinguistics can help in the preparation of language curricula.

Basically, a language curriculum must state clearly what its goals and objectives are and how to go about achieving them. Clearly, the goals of a group of learners interested in becoming interpreters are vastly different from those of the tourist. The teacher should therefore identify the motivational variables of a specific learning group. Once this has been done, he can then proceed to state specific linguistic learning objectives. It is in this area that a consultation of the psycholinguistic literature can be of great help. For example, the research on language learning shows quite clearly that comprehension is always superior to production. Thus, a program should provide for the achievement of more complex receptive skills during the initial stages. Moreover, the research shows that language learning is a "holistic" process rather than a piecemeal one. Pedagogically, this means that the student should be exposed to the whole language from the very beginning, not only to bits and pieces of it which are fused together into wholes only at later stages. This does not mean that there should be no sequencing in language curricula. It simply means that those structures which must precede others should always be contextualized in broad linguistic frameworks.

As for the choice of pedagogical materials and exercise activities, research into the psychology of language learning has provided us with some important findings:

1. Certain aspects of the learning process are instrumental in nature. Thus, the teacher may wish to use repetition and pattern drills for pronunciation and morphological features.

2. Since learning must always be meaningful, the teacher

should make use of situational exercises which relate to the students' everyday life. In this way, the communicative experiences can be more easily stored for future retrieval.

3. The learning materials should reflect personality variables. Clearly, a textbook which emphasizes, say, grammatical formalisms is of no use to a student whose interest in learning a language is to identify himself with a different culture.

1.3 Teaching Models

It has been frequently emphasized that language teachers can profit from a consideration of language learning variables. This view is based on four assumptions:

1. A theory of language learning can provide the teacher with an understanding of what language learning is and, as a corollary, what language teaching is. Even though there is no one view of language learning, the teacher can make use of those findings which are deemed relevant to a specific learning environment.

2. A knowledge of first language acquisition provides the teacher with insights into the general learning of languages and can be of help in determining what the L_2 learner already knows. A knowledge of the psychological mechanisms involved in L_2 learning is of obvious practical value.

3. Language learning is a special case of human learning, and therefore psychological learning theories are germane to the understanding of the language learning process.

4. A theory of instruction is, therefore, derivable from a general view of language learning. As Bruner (1970:112-113) states: "One might ask why a theory of instruction is needed, since psychology already contains theories of learning and of development. But theories of learning and of development are descriptive rather than prescriptive. They tell us what happened after the fact: for example, that most children of 6 do not yet possess the notion of reversibility. A theory of instruction, on the other hand, might attempt to set forth the best means of leading the child towards the notion of reversibility. A theory of instruction, in short, is concerned with how best to learn what one wishes to teach, with improving, rather than describing learning."

As Stern (1978) points out, language teaching models have tended to be of four types:

1. Application Models

These are models which apply the findings of linguistics

and psycholinguistics directly to language teaching. Such models have become shaky for two main reasons: "teachers found that linguists and psychologists changed their views and came forward with conflicting recommendations;" and "teachers often did not like what educational researchers found out" (1978:681).

2. Separation or Hands-Off Models

These models stress the liberation of the teacher from a dependence on linguistic and psycholinguistic research. But, as Stern emphasized: "Even if research does not provide definitive solutions to all our problems it may still produce some findings of interest and value to language teaching. Moreover, researchers and teachers live in the same intellectual climate: if they speak a common 'language' they can share and exchange thoughts and experiences and jointly tackle the problems to which they seek a solution" (1978:682).

3. Resource Models

These models view linguistic and psycholinguistic research as a resource on which teachers can draw. As Stern puts it: "This model, then, assigns to the practitioner the active role of selecting from the offerings of research and language sciences those theories, concepts, information or research findings that he finds useful" (1978:683). However, these models put too much of a burden on the language teacher. In order to develop his own applications the teacher must know the right questions to ask, where to find all the available information, etc. And it assigns no responsibility on the linguist or psycholinguist.

4. Common-Ground or Convergent Models

These models combine the features of the three described above. In Stern's words: "According to this model, then, the ideal form of interaction between researchers and practitioners is one in which they face each other on equal terms and work together on a basis of mutual understanding and respect. The researcher who wants to influence practice must know not only his discipline but he must acquire an understanding of language pedagogy and of the conditions and constraints of language teaching. The practitioner, for his part, needs more than his craft; he also needs an understanding of language sciences and language research - at least to the extent that he can identify questions and problems and that he knows where to go for information" (1978:684).

Clearly, it is within the perimeter of a convergent model that we view the interaction between theory and practice.

Ideally, the language teacher should be engaged in both research and practice.

Before leaving the topic of instructional models, I will describe a recent view of language teaching that summarizes very elegantly what I have attempted to show in this section. According to Allen (1980), an instructional model should contain three basic components:

1. Structural

The focus here is on the formal features of language. The curriculum, at this level, should stress structural control and practice. Materials should be designed to facilitate the learning and control of structure.

2. Functional or Rhetorical

The focus here is on discourse features. At this level, the curriculum should stress communicative teaching. Materials should therefore be medium and message oriented; and the practice should be mainly of a discourse nature.

3. Experiential or Instrumental

The focus here is on language use. The teaching techniques should stress situational or topical control, authentic language and free practice.

By including all three components, the main dimensions of language (form, communication, use) will constitute the nucleus an instructional strategy and technology (see Fig. 1).

Level 1	Level 2	Level 3
Structural	Rhetorical	Instrumental
Focus on formal features	Focus on discourse features	Focus on language use
(a) Structural control	(a) Discourse control	(a) Situational or topical control
(b) Materials simplified structurally	(b) Materials simplified functionally	(b) Authentic language
(c) Mainly structural practice	(c) Mainly discourse practice	(c) Free practice

Fig.1 - Allen's (1980) Model of Language Instruction

To this model I would add an egodynamic component: i.e., the student's personality should govern the specific types of structural, rhetorical and instrumental strategies employed in the teaching process (TITONE 1973).

A "MODULAR MODEL" OF AN INTENSIVE LANGUAGE TEACHING UNIT

2.0 Why Intensive Learning

Language learning is basically a two-stage of two-layer process: the ground-floor is the acquisition of the mechanics of verbal comprehension and production in terms of neuro-psychological conditioning and cortical connectioning; the upper floor appears to be the realm of conscious control and cognitive processing. The first stage is a prerequisite for the complete construction of verbal behavior; although it does not constitute the whole of it as language consciousness represents the distinguishing mark of human communication. Consequently all language teaching strategies must take their start from neuro-psychological premises and develop skill fluency (automatic performance): their base is habit formation which demands intensive, intentional, and motivated repetition. Repetition, concentrated into fast time blocks, is the basis of the "intensive method": it works with a twofold role, namely smoothing out neural frictions and clarifying task comprehension. Repetition is effective only insofar as it is adequately fed by motivation and comprehension.

The answer to my preliminary question is then avoidable: only intensive teaching procedures can effect language learning at the elementary, or basic, level. The problem that remains open to discussion is: what instructional model can be considered to meet certain basic requirements of the intensive method? Following is a proposal stemming from an integrated psychology of human learning and resulting in a "modular" type of strategy where the "modules" are essential steps of the learning process.

2.1 The Concept of "Modular Teaching"

We can define "modular teaching" as any instructional process characterized by cyclical reversibility of Pask's "adaptive teaching" model, (Pask 1964), and Stolurow's "idiomorhpic programming" (Stolurow 1956), and spiral development.

a. Teaching is modular when it is characterized by reversibility and interchangeability of instructional phases. This means that the position of each phase unit can be changed or reversed starting from any one according to particular needs. If, in other words,

the initial language portion is already mastered, the teacher may either pass to control or to reinforcement. Furthermore it may be useful or necessary to go back and forth along the basic instructional phases (see para. 2.2) in order to clarify, reorganize, strengthen, and expand the essential constituents of language competence.

b. Teaching is modular if instructional roles are reversible. The teacher offers initial stimulation to the learner's responsiveness; but he becomes, in turn, a respondent by eventually taking the role of the learner, and so on. Both the teacher and the student are alternately stimulators and reactors.

c. Teaching is modular if each phase unit is co-present while the others are being developed. Obviously, while e.g.,the initiating unit is being fully developed, the others are involved to a minor or varying degree only. Development of each phase takes place in s spiral manner and is virtually endless ("open-ended learning").

d. The cyclical nature of modular teaching is an overall characteristic of this process inasmuch as phases and roles are not linearly juxtaposed one onto the other but unfold one out of the other like some sort of biological generation. Each phase unit is more like a germinal molecule pushing toward greater development ("cyclical/spiral process"); it is not like a fenced-up monad or a completely self-contained unit. Learning is therefore a developmental process working through differentiation and integration; it is in a profound sense a biological continuum; it is not an accumulation of disjointed building blocks.

2.2. An Integrated Model of the Learning Cycle

Language learning is a process of assimilation which tends to incorporate a language behavioral system into the learner's personality. This assimilation process can be described as a series of phases or learning units, each constituted by a set of well-defined activities aiming at the fixation of specific verbal habits or rules. Since such units necessarily include rather large portions of content and usually extend over sufficiently long periods of time, we can name them LEARNING CYCLES.

Which are the basic L-CYCLES within a language learning program? There is no *apriori* criterion for defining the boundaries of such large units; their number and extension depend on the structure of subject matter, on the level of learning, on the student's ability and rhythm, etc. For instance, learning the entire system of the vowel phonemes of the English language may constitute a significant CYCLE,

especially if such phonemes are to be learned not in isolation but within living language structures and real communication situations.

On the contrary, we can define the essential steps constituting each single CYCLE. These steps are suggested by an integrated psychology of learning, and they may be named MICRO-CYCLES. They are defined by significant specific activities of learning, and can, by and large, be reduced to three: COGNITION/PRACTICE/CONTROL.

Comprehending the nature of a task is the initial (inchoative) step of any type of learning (cognition); reinforcing the execution or performance of the task by systematic practice is a step leading to "unconscious assimilation, while proper feed-back or control of each operation leads to conscious internalization of skills and final competence. It must be noticed that MOTIVATION is not absent from this scheme; on the contrary motivational factors play a constant, though sometimes latent, role throughout the whole process; cognitive operations, "exercises and drills, proprio-ceptive controls are all influenced by needs, drives, interests, affective states, attitudes, in short by the ego's dynamics" (Titone, 1973).

2.3 Teaching-Learning Steps (MICROMATHEMES)

Perception and cognition of discourse units (inclusive of phonology, morphology, syntax, lexicon, etc.) are elements of INCHOATION. This consists of mainly three microphases, viz.:

1. GLOBAL PERCEPTION of a relatively large portion of language discourse which might be represented in the forms of a DIALOGUE, of a NARRATIVE, or of a DESCRIPTION. The choice of either one of these forms depends on the the type of language to be learned and/or the level of learning of the students concerned. A Dialog implies a more immediate and lively sort of interaction, and can be made the support of syntactic structures. A simple Description portrays still objects (space dimension), and can become the basis for vocabulary learning. A Narrative describes people in action (time dimension), and can become the matrix for vocabulary and syntax, together.

2. OPERATIONAL ANAYLSIS aiming at the active understanding of specific segments of the proposed language unit by means of systematic exploitation of particular lexical and grammatical patterns consists primarily of comprehension exercises.

3. OPERATIONAL SYNTHESIS is intended for the reconstruction of a complete discourse unit based on the initial

sample (Dialogue/Description/Narrative). It aims therefore at the re-integration of all significant language elements into the dynamic unit of speech and consequently into meaningful language behavior. It is a basic step towards the construction of communicative competence.

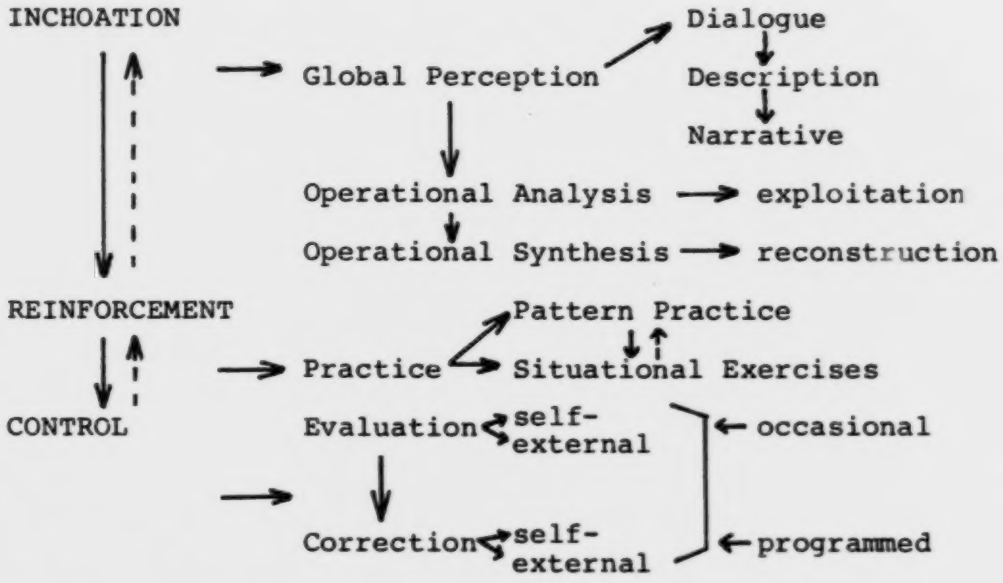
The first phase represents some kind of surface learning, let us say,metaphorically , something like a first coat of paint. The next phase, therefore, must aim at strengthening initial learning so as to produce real assimilation. The second then is REINFORCEMENT, where the term "reinforcement" is taken in its largest sense to indicate stable operational organization brought about by increased motivation and repeated use. PRACTICE (exercises, tasks, drills) is therefore the key word in this context. Evidently practice does not mean mere repetition of the same items but intensive and extensive manipulation of language wholes as well as of single items in meaningful contexts and true-to-life situations.

Pattern Drills are one elementary form of segmented practice and they aim essentially at refining the mechanical elements of language skills. But, over and above pattern practice, language learning requires the immersion of the learner in meaningful situations of verbal communication (contextualization) through such attempts at spontaneous verbalization as are the commonly called Situational Exercises (dramatization, guided and free conversation, expansion of dialogues, group discussion, etc.).

Throughout both the INCHOATION and the REINFORCEMENT phases control or linguistic feed-back is constantly exercised by the teacher and the student in as much as human learning is self regulatory by nature. But a maximum of consciousness is and must be attained at a certain point in the process by providing for explicit and systematic CONTROL. Conscious control can be exercised first through EVALUATION (whether externally produced by the teacher or by some programmed device, or in later stages by the student himself) and CORRECTION (external and self-correction). Both Evaluation and Correction can be occasional, as certain needs arise, or programmed (inserted in some definite steps of the instructional process and material).

The whole series of phases and steps can be outlined as follows (the outlined sequence can become the base for a general "teaching algerithm"):

Figure 2
THE MODULAR MODEL



The sequential order of the three MICRO-CYCLES is not as invariable as it might appear from the foregoing outline. Although from a formal point of view - that is from the viewpoint of abstract consideration of process sequentiality - the development of learning would proceed from inchoation through reinforcement to control, in actual fact the order may change due to various instructional conditions. This remark is linked with what was said initially with regard to the nature of the modular model as implying reversibility.

2.4 Modular Teaching for Intensive Learning

Intensive learning as applied to language courses is usually understood as a form of massive practice, with a minimum of theoretical instruction, within short periods of time (say, six or nine months). All intensive methods require a high degree of linguistic aptitude in the learner, a reduction of the language to basic forms and functions, and sufficient time for practice. Intensiveness cannot do away with the element of time, but it implies rather "more time in less time", in other words, a concentration of instruction into shorter periods characterized by frequent contact with and manipulation of the language.

It is usually granted that a semi-intensive course would consist of at least nine hours per week, while moderately intensive courses should comprehend at least 20 hours per

week, that is four hours a day for five days. One-fourth of the time only should be devoted to formal instruction, while the rest should be used entirely for systematic practice in classroom and laboratory. Super-intensive courses can cover as many as seven/nine hours per day and imply extra-classroom activities carried on in the foreign language (Total-Immersion).

How does the Modular Model provide for intensive teaching? The Modular Model can and does intensify learning by ensuring:

a. "cyclical reversibility", that is the application of the three essential phases (MICROCYCLES) at the right moment as required by the state of the learner;

b. "spiral development", namely building up cumulative systems of verbal habits which will be adequately controlled consciously into more and more refined forms of linguistic competence;

c. "concentrated programming:, that is massive instruction in very frequent time blocks;

d. "systematization of contact sequences with the foreign language so as to guarantee for maximum economy of effort and time.

The total time foreseen for such an instructional program would be about 30 hours per week (5 hours for six days), of which 6 daily hours would be given to instructional guidance and the remaining 24 to the four basic phases of:

1. situational-functional framing (introducing language items according to the functions needed in particular communication situations);

2. pattern drilling (to strengthen automatic production and comprehension);

3. situational reinforcement (repeated use of patterns and forms according to varied situational needs);

4. functional feed-back (awareness of correspondence between forms and functions).

1. EXPLAIN ⟶ 2. DRILL ⟶ 3. ACT OUT ⟶ 4. EXPLAIN.

It is possible that a Modular Model of language teaching is capable of furnishing extensive articulation and at the same time a high degree of intensiveness in language teaching and learning. Its integrative character and its flexibility seem to guarantee maximum effectiveness, as its application in various school programs has proved (in Italian and Yugo-

slavian language schools). Moreover, this model can be fruitfully applied whenever technological aids (A-V techniques, closed-circuit TV, language laboratories, programmed instruction, etc.) are introduced into teaching. And finally, as several research projects tend to show, this operational model can usefully implement both elementary foreign language programs and advanced.

References

TITONE, R., 1968 - "Teaching foreign languages: an historical sketch", Washington D.C.: Georgetown University Press.

TITONE, R., 1973 - A psycholinguistic definition of the Glossodynamic Model of language behavior and language learning, "Rassengna Italiana di Linguistica Applicata" (Rome), V, I, 1973, 5-18.

TITONE, R., 1980 - Leilingue straniere nella scuola elementare: la ricerca nel mondo, S. Cigada (ed.), "Le lingue straniere nella scuola elementare", Brescia: La Scuola (cf. Progetto ILSSE).

PASK, G; 1964 - Adaptive teaching systems and a minimal cybernetic model for designing them, "Cibernetica", 2, 126.

STOLUROW, L.M. 1956- A model and cybernetic system for research on the teaching-learning process, "Programmed Learning", 8, 138-157.

TITONE, R., 1985 - Applied Psycholinguistics, Toronto: University of Toronto Press.

Other References:

ALLEN, J.P.B. 1980 - A three-level curriculum model for second language education; Keynote lecture delivered at the Annual Meeting of the Ontario Modern Language Teachers' Association, Toronto.

BRUNER, J.S. 1970 - Some theorems on instruction. In Stones E. 124. London: Metheen.

STERN, G.H. 1978 - Language Research and the classroom practitioner. Canadian Modern Language Review, 34. 680-687.

TOWARD COMMUNICATIVE,SKILL-ORIENTED LANGUAGE COURSES
(Ideas on the development of appropriate curricula)

J. Rohrer et al., Bundessprachenamt
Federal Republic of Germany

After the STANAG proficiency level system had been accepted, the aim and contents of language courses, within the Bundeswehr had to be re-formulated. 1977 was a good time for us to take a fresh look at our teaching program. The effectiveness of syntactically-oriented courses was being questioned, and language instruction was becoming more pragmatic. One way of introducing a pragmatic aspect to the language course was to restructure the materials according to the "understanding skills" - listening and reading - and the "expression skills" - speaking and writing. First, new examination regulations were formulated which gave equal value to the four skills, listening, speaking, reading and writing, and established accepted testing procedures for these skills. On the basis of these regulations, proficiency-oriented examinations were subsequently developed to determine whether the candidate was able to communicate effectively at the required level of proficiency.

Once the examination regulations and the skill-oriented tests had been developed, it was necessary to ensure that our language courses lead students to the stated goals.

Since the various institutions of the Bundeswehr have widely differing needs, both with regard to topics to be covered and the importance attached to each of the four skills, it was decided that no central course book would or should be written. In place of the traditional neutral textbook, flexible curricula were to be developed, which could be adapted to the needs of individual learning groups. In this paper some of the ideas upon which our curricular concept is based will be explained, and where possible, specific examples from a sample English curriculum will be given.

Serious language instruction takes into account the fact that the linguistic form of another language is seldom learned as an end in itself. Even when the aim of a lesson is to practice using language tools such as grammar and vocabulary, the student should understand that these tools must be acquired in order to convey or understand ideas.

This means that utterances which we learn to make or to understand should be interesting and/or relevant to the learner.[1]

This principle, which we might call "form follows function," is not just another teaching fad; it is based on reliable, sound psychological search. It seems clear, for example, that our memory has great difficulty learning and retaining language tools such as words and rules of syntax unless a relevant reason for their use is apparent.[2]

For our curriculum this means the following: if adults are to acquire real communicative ability in other languages, relevant topics and plausible reasons for speaking and writing must be provided in order to make serious use of the language possible. Since our choice of topics,etc.,depends on the needs of the learners and the requirements of their jobs, it is not possible to determine the information to be communicated or reasons for communication in advance.

As a result, there can be no absolute sequence in or weighting of the language tools to be taught.[3] Instead, those words and structures will be dealt with which apply to a particular listening, reading, speaking or writing purpose. Lexis and syntax are not taught according to a taxonomy with its own inherent system, but in accordance with the communicative situation. Content determines form and not the other way around.

It should be pointed out that there are a number of relatively "neutral" language tools which can be taught without regard to a particular topic or situation and to which part of the course may be devoted. However, the order in which these items are taught should be based purely on didactic considerations and not on any assumptions about the inherent "logic" of the language.

A corollary of the principle that the content of language courses should be serious and meaningful (i.e. relevant to the learner) is the requirement that statements to be made or understood should be <u>authentic</u>. We would like to distinguish between three types of authenticity: authenticity of content, authenticity of use, and authenticity of linguistic form.

Authenticity of content is absolutely essential. The object of language learning must be to understand or communicate ideas or facts which satisfy an actual need for information.

It is equally important that the other language be <u>used</u> authentically. Even during grammar or vocabulary practice it is important to remember that language use should be related to an authentic, or at least plausible,communicative intent. The language learners can and should be asked to help the teacher find uses of language which they themselves consider relevant.[4]

The definition of "authenticity of linguistic form" varies according to the skill and the level of proficiency being discussed. With regard to the receptive skills it can be said that any text which meets a genuine communicative need is "authentic." For this reason it is not always necessary that native speakers be the source of listening or reading texts. However, since beginners are generally not able to decide whether what they read or hear is correct, it is probably wise, on the lower proficiency levels, to avoid using too many texts by "non-natives."

Texts which are to serve as patterns for oral or written production will generally follow the idealized form of language as used by a hypothetical (generally "educated") native speaker. On NATO levels 1 and 2 the language samples presented will be as neutral and generally "correct" as possible. It is interesting to note that the non-native speaker is often better than the native at teaching this idealized form of language since he himself once consciously learned the syntax of the target language.[5]

On the higher proficiency levels authenticity of form takes on a somewhat different meaning: while on the one hand the learner is expected to work with and understand qualitatively diverse texts, on the other hand his own utterances must be not only linguistically correct but also socio-linguistically appropriate. Whether the linguistic form of an utterance is appropriate in a given situation can only be judged by someone who has developed a pragmatic feeling for the language, generally a native speaker.[6]

Only when the language taught is authentic in content, use and form can we say that the language coure does justice to our contemporary understanding of the nature of language.

As we have said, the curricula which have been and are being developed within the Bundessprachenamt are not to be equated with course material. Instead, curricula serve as guidelines for the development of learning units. The curriculum for a particular language proficiency level and skill provides a framework for the format, contents, and where appropriate, for the chronological order of the learning units.

Course content on each level is based on a common core of ten required topic areas (Example 1). As far as possible, the specific topics chosen for a particular course should take the job requirements and personal interests of course members into account (Example 2).

Example 1: Topic areas

BSprA Level A (NATO 1)	Level B (NATO 2)
1: Personal data, descriptions of persons	1: Training and education, professions
2: Training and education, professions	2: Housing and/or quarters
3: Housing and/or quarters	3: Leisure-time activities
4: Daily routine	4: Transportation and traffic
5: Shopping	5: Vacation, travel, tourism
6: Leisure-time activities	6: Description of places and institutions
7: Public and private transportation	7: Sports (professional, for relaxation)
8: Vacation, travel	8: Health, environment
9: Weather and climate	9: National customs (centering on the Federal Republic)
10:Description of places, directions	10:General military questions

BSprA Level I/II (NATO 3/4)	
Military topic areas	Civilian topic areas
1: Military training	1: Training, professions, education
2: Operational readiness and combat training	2: The environment, the quality of life
3: Logistics, military equipment, standardization	3: Mass media
4: Defense policy	4: Science and technology
5: The serviceman and society	5: General social questions

Example 2: Sample selection of topics corresponding to topic areas 1 - 4 on NATO level 2

Topic areas	Topics
1: Training and education, professions	- Re-enlist or return to civilian life? - Schools and education - Finding a job (looking for a job)
2: Housing and/or quarters	- Housing/furnishings
3: Leisure-time activities	- Car maintenance and repair
4: Transportation and traffic	- Saving gas - Traffic accidents - Public transportation

The job requirements of course members are particularly important in relation to the types of texts chosen for a given curriculum (Example 3). In our usage, the term "job requirements" applies to language activities such as using the telephone, writing letters, making notes and reading job-related texts; in the model curriculum "job requirements" does not cover mastery of a particular technical vocabulary or jargon. Restricting the terms "job requirements" and "job-related" to language enables us to develop "general language" materials which can be used in different training institutions for widely varying purposes.

Courses based on this kind of curriculum should help the course member to understand the significance of the skills listening, speaking, reading and writing in actual communication. The learner should also recognize the roles played by the type of text, the purpose and intent of the speaker or writer or the reasons for reading and listening, as well as the types of listening or reading (e.g. skimming for the gist, scanning for specific information, reading carefully for detail and inference) appropriate to a particular goal.

For the reasons mentioned above, the order in which language tools are presented within the skill-oriented sections of the course is semantically determined rather than following any inherently "logical system" (Example 3). The curriculum does, however, include a list of language structures and functions which should be mastered by the end of the course, and a special section of the course may be devoted to teaching those items which are not necessarily related to a particular topic or skill (Example 4).

EXAMPLE 1:

LISTENING - LEVEL B (NATO LEVEL 2) CURRICULUM H-2 (EXCERPT)

Topic area	Topic	Type of text	listening act/ listening purpose	language tools	Suggestion for other skills
7 SPORTS	1) athletics	interview radio/TV	global listening selective listening general interest	Vocabulary and structures are selected on the basis of the text and the communicative situation.	M (oral work): Discussion of advantages and disadvantages of various sports S (written): letter of complaint to radio station
	2) football (soccer)	report (sports-cast) radio/TV	listening for detail general interest		M: Briefing on organization of a sports event between units of German and U.S. armies S: Write a note for the bulletin board L (reading): Related magazine article
	3) athletes	report radio	selective listening listening for detail general interest		M: discussion on the use of drugs in professional sports
	4) Sports on the weekend	Broadcast: calendar of events radio	selective listening making plans		M: Group work on topics: "Watching sports is not a sport"-"TV watching is bad for the family" L: finding sports broadcasts in radio or TV program guide

EXAMPLE 4: Functions and structures, English NATO level 2 (extract)

The following list contains language functions and structures which should be covered on level B.

functions:	structures:
Making plans; predicting	present continous for future time
Talking about past actions, conditions and events and relating them to each other/to the present	Past (simple and continuous), past perfect (simple and continous), present perfect (simple and continuous)
Expressing frequency of actions and states of being and relating them to the present	Present perfect (simple and continuous) vs. present (simple and continuous)
Reporting present, future and past actions and events when the persons involved are not known or need not/should not be named	Passive voice

In deciding which language tools to cover when working with reading and listening texts it is important to realize that the "difficulty" of a text depends on the tasks set as well as on the text itself. Unlike traditional courses, in which the textbook determines how and when the required functions, structures and vocabulary will be dealt with, the communicative language course relies on the teacher to decide what is the best way to teach a particular learning group. Grammar remains an important part of the course, and approximately six of the 25 hours per week are devoted expressly to language tools, but between four and six hours are also devoted each week to each of the four skills.

Although our curricula devote separate sections of the course to the four skills, we are of course aware that in actual language use the individual skills are seldom isolated. For this reason the curricula contain a column "suggestions for other skills" which presents ideas for developing the topic at hand within the other skills. It is certainly possible that within a listening comprehension unit a relatively large amount of time will be spent on oral or written work. Whatever skills are involved, learner motivation is best when the material used and language activities practiced are authentic.

On the basis of the proposed curricula learning units can be developed relatively quickly. The following is an example of such a unit for an English curriculum on NATO level 2:

LISTENING, LEVEL B

CURRICULUM H-2, topic area [7] topic [3]

a. Skill-oriented Use Of Language

topic area: sports

topic: athletes

type of text: report

reason for
listening: general interest, information

listening act: global, selective listening

b. Communicative Activities in Classroom

situation: You hear a radio report about the boxer Leon Spinks

Learning Activities

- "understanding" before listening

  Before listening to the text,the following questions are discussed:

  Who is Leon Spinks?

  Why do you think there was a radio report about him?

- General Understanding

  The text is played through once. Then the students are asked what the report is basically about.

  A. about a boxing match

  B. about a boxer's career

  C. about a boxer's chances of winning his next bout

- Selective Listening

  Before listening to the text a second time, students read

the following statements. While listening to the text, they are to cross the three statements which correspond to what was actually said.

(To ensure understanding items are normally given in German).

1 - At the time of the broadcast Spinks was a relative newcomer to boxing.

2 - Spinks grew up in an upper-middle class family.

3 - Spinks took up boxing in order to be able to defend himself.

4 - Spinks had his first boxing lesson when he was 15.

5 - At first Spinks lost most of his matches.

6 - Both Leon Spinks and his brother Mike won gold medals at the 1976 Olympics.

7 - Spinks couldn't really get in training for his match with Mohammad Ali.

8 - Spinks' brother Mike refused to spar with him.

9 - Spinks always worked hard to get in shape for his fights.

c. Language Tools

(s. the text of the tape)
Teacher selects words and structures to be covered on the basis of his own evaluation of class needs.

d. Suggestions for Work With the Other Skills

M (oral): Group work. Discussion of dangers of various sports.

s. "Vicious and dangerous sports should be banned by law" in: L.G. Alexander. For and Against. (München: Langenscheidt - Longman, 1980), Seite 30/31.

and (as background information for the teacher)
s. "'Amateur' Sports: Can Britain Retain Any?" in: Michael D. Jacobson. Pros and Cons. A Debater's Handbook. (London: Routledge and Kegan, 1977, Seite 6/7.

Note: For the sake of brevity, this example combines suggestions for the teacher and questions and tasks for the student. In practice, our learning units are divided into teacher materials and student worksheets.

H-2

Topic area 7

Topic 3

Transcription of Text

A profile of the new heavyweight champion from D. Townsend: Spinks is a newcomer to professional boxing. He turned pro just a little over a year ago,and he had just seven previous pro fights before the big one with Ali. Like many a fighter, Leon Spinks rose from the ranks of poverty. He grew up in a housing project in Saint Louis where his mother, a devoutly religious woman, tried to support Leon and his six younger brothers and sisters. It wasn't easy after Leon's father abandoned the family. It was a rough childhood for Spinks in many ways. He was so frail that he was an easy mark for neighborhood bullies and Leon's mother was so concerned for his safety that she arranged for him to take boxing lessons. Leon was 13 years old when he showed up at a local recreation center to learn the fundamentals of fisticuffs. At fifteen, weighing 118 pounds, Spinks entered his first amateur boxing tournament. He stuck with it. He won 178 of 185 amateur bouts. And about 75% of those victories were by knock-outs. In 1976, Leon and his brother Mike scored a double-crew. They became the first brothers in history to win berths on the United States Olympic boxing team and then win gold medals at the Olympic Games. To prepare for the match with Ali, Spinks kept a low profile. His training included a four-mile run every day and he also kept in shape by sparring with his favorite partner, brother Mike. That training routine was apparently a break from the routine of the past. Locker room talk has it that throughout most of his career, Spink has been rather indifferent about training. He reportedly needed constant reminders from friends and handlers to improve his motivation, let alone his fighting techniques. Spinks obviously did both.

Notes

1. Stephen D. Krashen, Principles and Practice in Second Language Acquisition.

   (Oxford: Pergamin, 1982). 62 - 73, concludes:

   Optimal Input for Acquisition

   1. is comprehensible
   2. is interesting and/or relevant to the acquirer
   3. is not grammatically sequenced
   4. must be in sufficient quantity

2. J. Rohrer, Zur Rolle des Gedachtnisses beim Sprachenlernen (Bochum: Kamp, 1978)

3. Krashen,op. cit.

4. Before the learner can contribute to the planning of a course, he must be aware of the most effective ways in which he and other adults learn other languages. For ideas on this subject see H.H. Stern, "French core Programs across Canada: How Can We Improve Them?" Modern Language Journal, 67 (1983): 235 - 244.

   Practical examples for student participation in the development of a curriculum are given by Beverly Wattenmaker and Virginia Wilson in A Guidebook for Teaching English as a Second Language. (Boston: Allyn & Bacon, 1980): 111 - 116.

5. See Cem and Margaret Alptekin. "The question of culture: EFL teaching in non-English-speaking countries. "English Language Teaching, 38, (1984):14 - 20.

6. See also Willis Edmondson and Juliane House. "Höflichkeit als Lernziel im Englischunterricht", Neusprachliche Mitteilungen aus Wissenschaft und Praxis, 4, (1982): 218 - 227.

DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER
NONRESIDENT COURSES

VU TAM ICH, DLIFLC

The Self-Study Course Workshop/Working Group at the 1985 BILC Conference included representatives from Canada, France, Federal Republic of Germany, Greece, Italy, Portugal, United Kingdom, and United States. National Reports on efforts to develop self-study materials were given, and discussions followed. Besides DLIFLC, which has produced a variety of foreign language courses that can be used for self-study as well as in a group mode, Portugal has developed a BILC survival-level Portuguese course for English-, German-, and French-speaking students. Other countries have self-study materials or self-help kits for specific language training purposes. Following is the United States report prepared by ATFL-DIN-N and given at the above workshop by Dr. Ich.

A. SELF-INSTRUCTIONAL COURSES

The Defense Language Institute, Foreign Language Center (DLIFLC), has developed several language courses for self-study to meet the requirements of a wide range of Defense Language Programs. The three major types of self-instructional courses are Headstarts for beginning speakers, refresher/maintenance courses for linguists who need to maintain or regain formerly attained proficiency, and extension courses for those who need enhancement of specific skills in a particular military job.

Characteristics of these courses are as follows:

1. Headstarts: The goal of each program is to provide an introduction to the language and culture of a particular country where U.S. military personnel and their family members might be assigned. Upon completion of their study, learners should be able to communicate in basic social situations such as greetings, asking for directions, shopping, ordering meals, dealing with local transportation, and so on.

The entire recorded program is an integral part of the course, and the student is asked to interact extensively with taped voices of authentic native speakers. Specific objectives are written at the beginning of each module. To the extent necessary to reach these objectives, learning activities are designed to develop skills in speaking and understanding, and only incidentally in reading. Self-evaluation quizzes allow the student to evaluate his or her progress without supervision. Step-by-step instructions are given on tape for each activity to facilitate comprehension and build confidence in beginning speakers.

Estimated study time for completion of Headstarts by beginning speakers ranges from 40 to 100 hours.

Headstarts are packaged in binders containing texts and cassettes. They are available in the following languages:

TITLES

Saudi-Arabic Headstart
French Headstart for Belgium
*German Headstart
*Italian Headstart
Japanese Headstart
Korean Headstart
*Headstart for the Philippines
Portuguese Headstart
Spanish Headstart for Spain
*Spanish Headstart for Latin America (Panama)
*Spanish for Puerto Rico
Turkish Headstart

2. Refresher/Maintenance Courses: The Spanish Refresher/Maintenance Course is the only DLIFLC course that was specifically designed to be used in a self-instructional mode. It is easily adaptable to a self- or group-paced mode. The course is intended for students who have completed the DLIFLC Spanish Basic Course or its equivalent (approximately 1150 hours of instruction) and whose linguistic skills may have deteriorated through lack of practice.

The course is organized into "units" dealing with specific topics encountered in everyday conversation, newspapers, magazines, and on TV and radio. Unit maps are provided to guide the student in the recommended sequencing of units. Each unit, serving as text and workbook, contains objectives, preparation and application exercises for seven language skill areas such as reading comprehension, listening comprehension, speaking, writing, translation, number transcription, and general transcription. In addition, each skill area includes a pretest and a post-test giving the student an open entry/exit possibility that enables him/her to concentrate on the activities requiring additional practice. Keys to exercises and tests are provided at the end of each skill area. As for the Headstarts, the recorded program is an integral part of the course, and all materials, texts and accompanying cassettes are packaged in binders.

Study time for the completion of this course was estimated to be 160 hours. However, the student who uses this course in a self-instructional mode satisfies particular remedial needs, and study time may, therefore, vary considerably from one student to another.

3. Extension Courses: The Professional Development Program Extension Courses (PDPEC) listed below are essentially designed to be used in a self-paced or self-instructional mode. They are intended for military personnel who have successfully completed a DLIFLC basic course in residence, or have acquired level 1+ proficiency through some other means. DLIFLC graduates or others

*NOTE: These programs are also available in 3/4" videotape format.

whose language proficiency has seriously deteriorated through disuse may need remedial language study before they will be able to perform successfully in these extension courses.

Their purpose is to improve and expand the linguistic skills of military interrogators and other language specialists, particularly with regard to military topics. Specifically, the student acquires skill and confidence in phrasing questions and statements on military subjects and in understanding typical responses. A secondary objective of these courses is to upgrade reading comprehension and translation skills through study resources and exercises based on simulated enemy documents and open source of order of battle information.

A map for each course shows the student how a particular lesson relates to others. A typical lesson consists of an introduction describing the topic of the lesson, objectives, study resources (vocabulary, dialogues, and narratives on the topic of the lesson), practice exercises, keys to all exercises, and a self-evaluation test with key.

All materials, texts and accompanying cassettes, are packaged in binders and are or will be available in the following languages:

COURSE TITLES

Egyptian Armored Forces	Motorized Rifle Troops of the GDR
Iraqi Armored Forces	Armored Troops of the GDR (Sep)
Syrian Armored Forces	Artillery of the GDR (Nov)
Infantry Forces of the PRC	Soviet Motorized Rifle Troops
Armored Forces of the PRC	Soviet Tank Troops
Artillery Forces of the PRC (Jul)	Soviet Artillery Troops
Czech Motorized Rifle Troops	North Korean Infantry (Aug)
	North Korean Armor (Jul)
	North Korean Artillery (Aug)

Due to limited supply, these courses are currently being issued to units only.

B. 210-HOUR REFRESHER COURSES (which can be used for self-study)

These courses were designed for classroom and laboratory instruction. However, the extensive support of recorded materials and detailed instructions make these courses easily adaptable to self-study by students who have already had intensive language training, such as graduates of the DLIFLC Basic Courses or equivalent. Topics range from common situations of everyday living to military situations, interrogation and interpretation practice. They are available in the following languages:

Cambodian	Italian
Chinese-Cantonese	Lao
Dutch	Malay
French	Slovenian
Hebrew	Thai
	Ukrainian

C. FLAMRIC COURSES (Which can be used for self-study)

The makeup of these courses was a "cut-and-fit" process of a variety of U.S. Government foreign language publications which should help former graduates of DLIFLC Basic Courses to maintain and improve their language skills. In general, they consist of three phases: gramar review, cultural enrichment, and military terminology. Each phase can be used concurrently and contains exercises with answer keys. They are available in the following languages:

Chinese	Korean
German	Russian

DEFENSE LANGUAGE INSTITUTE

FOREIGN LANGUAGE CENTER

ANNUAL REPORT

B.I.L.C. CONFERENCE 1985

MASTER PLAN UPDATE

The integration of program goals and initiatives to DLIFLC Academic Master Plan has contributed to better coordination of efforts underway in the various divisions and language departments at DLIFLC, and has permitted closer monitoring and evaluation. In 1984, organizational changes resulting from School Model '83--the new organizational model for all U.S. Army schools under the direction of the U.S. Army Training and Doctrine Command (TRADOC) which affected DLIFLC upper management--have led to important and long-needed improvements in the DLIFLC training system, particularly through the establishment of a Curriculum Division to serve as central quality control point for both curriculum design, adapation, and development within the six language schools. The reintegration of course developers with teaching staff permits greater flexibility and restores the single functional manager concept by vesting increased responsibility and authority in the position of School Director. Significant advances in the areas of testing, instruction, course development, and revision, research and evaluation, and faculty training are described below.

SIGNIFICANT INITIATIVES AND ACCOMPLISHMENTS

Testing

Attrition: Recent emphasis on earlier identification of students unable to meet course standards has significantly moved attrition toward the early weeks of instruction

Graduation Standards: The January 1983 policy requiring level one proficiency in two language skills for graduation has been a success. The few students who failed to achieve this proficiency level were given a certificate of attendance rather than a diploma.

Tester Certification: Over 140 staff and faculty members have now been certified to test DLIFLC graduates, linguists in the field, and job applicants in 30 languages.

Proficiency Advancement Tests (PATs): These in-course tests of proficiency have been developed for Korean, and will soon be available for Russian. Development is also underway in French, German, Polish, Spanish, Thai, Vietnamese, and Norwegian.

Defense Language Proficiency Tests (DLPTs): As of now, DLPT IIIs are operational in Russian, Korean, German, French, Polish, Spanish, and Serbo-Croatian. DLPT IIIs in five other languages are currently under development. (This new, third-generation DLPT includes for the first time a test of speaking skill in addition to listening and reading comprehension.)

Instruction

Methodology: Teachers in some 30 language departments have begun implementing the Progressive Skills Integration (PSI) approach by using skill-development activities in their classrooms. In an intensive program comprising as many as 1410 hours of instruction, the adaptation of individual classhours from a knowledge-oriented approach to a performance-oriented approach is of necessity a slow and cumbersome process. But the shift in methodology is beginning to produce results. Recent basic course graduates scored significantly higher on proficiency tests than earlier classes, notably in such difficult languages as Korean, Hungarian, and Czech.

Peer Observation: A promising experiment is underway in the Romance Languages School, where instructors exchange ideas on PSI by means of peer observation, informal demonstrations, and videotaping. The assumption here is that teachers learn best by seeing other teachers in action.

New Materials: The shift to PSI has been greatly accelerated in some departments by the wholesale replacement of older, grammar-based texts with newer communication-oriented commercial materials (new French basic course) or materials developed in-house (new German basic course).

Instructional Media and Technology: The Office of the Assistant Dean for Instruction is continuing to explore ways of improving instruction through the application of instructional technology. The German Gateway course will soon be enhanced by the addition of an interactive videodisc program. An Arabic Writing and Sound Program will teach sound-symbol relationships to beginning students using a microcomputer. A prototype project exploiting interactive videotape has also been completed in the French Department. Other programs are planned as part of an Interagency Research Effort (IRE). During the 1984 Christmas Break, our faculty had an opportunity to attend workshops that demonstrated language-learning software and authoring systems for Sony, Plato, and IBM microcomputers.

Instructional Quality Control: As a direct result of the School Model '83 reorganization, a Curriculum Division was established in the Office of the Assistant Dean for Instruction. This division performs the critically important functions of curriculum review and quality control, and supervises the preparation of Programs of Instruction (POI) for all DLIFLC courses. The new POIs will permit closer monitoring of PSI implementation across departments and provide a vehicle for standardizing instructional approach across course development projects.

Course Development/Revision

Control of projects for resident courses and maintenance/refresher programs was given to the six school directors and course development

personnel were integrated into the six language schools. As noted in the paragraph above, DLIFLC established a new Curriculum Division as part of the School Model '83 reorganization to maintain quality control over this decentralized course development network. This division was charged with responsibility for approving language department POIs and issuing guidance on curriculum planning and development. To this end, the Curriculum Division developed a Curriculum Planning Model that lists procedural steps in curriculum planning and development and identifies critical quality control points in the process. During the month of June 1984, university scholars joined the DLIFLC personnel on a Curriculum Planning and Policy Task Force. This group, headed by the Curriculum Division Chief, validated the Curriculum Planning Model and prepared a Proficiency-Oriented Syllabus that provides course writers with detailed guidance on course content and skill-development strategies. Course development accomplishments are listed below.

Romance Languages School: As noted above, the French department has implemented a completely new basic course based on commercial texts. A new basic course has been developed for European Portuguese, and in-house development of a new Italian basic course is well underway with validation lessons now in print. Headstart courses in Italian and Latin American Spanish have been videotaped.

Germanic Languages School: Term One of the new German Basic Course has been completed in-house, and commercial materials for Term Two and Term Three are being procured from a German publisher. The new German Basic Course became operational in April 1985 at the Presidio of Monterey. It is scheduled for implementation at the Presidio of San Francisco in July. We expect innovations like the German news programs and the newly reestablished German student chorus to substantially improve motivation by bringing students into closer touch with the daily life, language, and culture of Germany.

Asian Languages School: The new Korean Basic Course has been implemented, and efforts to reduce academic attrition have been highly successful. The Korean Headstart Course was recently completed. The North Korean Armored Forces, a Professional Development Program Extension Course (PDPEC), was also completed. Term I of the Chinese Basic Course (Field Test Edition) was implemented in October 1984.

Middle East Languages School: The Arabic Department has instituted Arabic script as the medium of instruction in place of the Standard Arabic Technical Transliteration System (SATTS) used formerly. The department is also using commercial texts in the Modern Standard Arabic (MSA) Intermediate Course. A review of existing materials has begun in preparation for developing a new Arabic Basic Course. Good progress has been made in the development of Dari and Pashtu basic courses, and six Voice of America tape units have been incorporated into the Persian Basic Course. A project team has begun the design phase of a new Turkish Basic Course, and a contract has been awarded to produce a videotape version of the Turkish Headstart Course.

Russian Language School: Work has begun on several projects, including the revision of the Russian Basic Course and the development of an eight-week Russian Familiarization Course for Cryptologic Training System (CTS) graduates of the German Basic Course. A special Russian Course for linguists of the U.S. Forces Command has been completed; the course includes refresher and remediation lessons, as well as linguist placement tests and teacher certification tests. One of our Russian departments has developed a series of videotaped news, weather, and sports programs as part of an on-going media project.

East European Languages School: A new Czech Basic Course development effort has begun. The new Polish Basic Course was implemented during the final quarter of FY84. 70% of East European School graduates scored 2/2 or better in listening and reading proficiency during the third quarter of FY84, considerably exceeding the DLIFLC goal of 50%. Attrition also dropped dramatically during the same quarter.

Research and Evaluation:

Research: When the research function was added to the Evaluation Division in June 1984 numerous projects and assignments were immediately undertaken, including participation in the Curriculum Policy and Planning Task Force and the Conference of the Interagency Committee on Foreign Language Testing. Important progress was made on three of nine joint research projects planned a year ago in collaboration with the Army Research Institute (ARI). These projects, which are critical to improving language instruction at DLIFLC, concern teaching methodologies and language skill decay. The division also performed a preliminary study to determine the proficiency needed upon graduation from DLIFLC to ensure success at the US Army School of the Americas, and carried out various similar assignments at the request of the Dean. A second Educational Researcher will conduct research primarily in support of the ongoing evaluation mission.

Evaluation: The effectiveness of DLIFLC's internal and external evaluation mission has been enhanced by the development of improved measurement tools. The Student Opinion Questionnaires on Instructional Effectiveness and Program Effectiveness have been rewritten and are being validated. Similar Instructor Opinion Questionnaires are also in validation. At the request of the Dean, a special questionnaire was developed to determine the actual amount of time devoted to various teaching strategies as a way of measuring the extent to which the new Progressive Skills Integration approach has been implemented by teachers. In cooperation with the Cryptologic Training System (CTS) and the Intelligence and Security Command (INSCOM), new questionnaires are being developed for use in evaluating the performance of DLIFLC graduates in their follow-on assignments.

Faculty Training

Faculty Training: There have been three significant accomplishments in the area of faculty and staff development:

Basic Instructor Training Workshop (BITW): The BITW, a mandatory preservice workshop, has been expanded from two to three weeks to give newly hired faculty more practice-teaching experience before they assume actual teaching duties.

Professional Educator Program: FY85 marks the full implementation of this program, which is designed to provide a comprehensive, career-long professional development plan for academic employees, as well as recognition for DLIFLC faculty and staff members who dedicate themselves to improving their subject-matter knowledge and job skills.

Training for Command Language Programs (CLP): In coordination with the Nonresident Training Division, the Faculty and Staff Development Division is offering training at DLIFLC or on site for non-commissioned officers and civilians instructors of CLPs to introduce them to the DLIFLC proficiency-based instructional approach.

Some of the topics discussed above are explained below in greater detail.

RESEARCH ACTIVITY AT DLIFLC

The mission of the Research Branch at DLIFLC is to manage and direct research pertaining to Defense Foreign Language Program (DFLP), including both intra-agency research and research involving coordination with other agencies, e.g., the Army Research Institute (ARI), the Air Force Human Resource Laboratory, the Navy Office of Education, and the civilian agencies represented in the Interagency Roundtable (ILR).

The following actions and projects have been accomplished to date by our two educational researchers:

1. Establishment of a close working relationship with ARI regarding joint efforts in support of the need to improve language instruction at DLIFLC. Significant progress has been made on three of nine previously-proposed candidate research projects:

Project No. 1, Teaching Methodologies, Study No. 1 (Suggestopedia): Collaborated on the research design in general and on the specifications of the Measurement Plan in particular. The experiment began on 7 Jan 85, and it is being closely monitored by the Research Branch. The initial phase of this first experiment is nearing completion as the date of this report.

Project No. 7, Foreign Language Skill Change Rates: Collaborated on and assumed primary responsibility for the production of the Measurement Plan for the joint ARI-DLIFLC Language Skill Change Study; established liaison with a number of other agencies, institutions, and individuals who have been encouraging and coordinating research in this area, including the Center for Applied Linguistics, the National Security Agency, and various academic institutions and consortia; assumed primary responsibility for development of an attitudinal-motivational battery for use in the study, in collaboration with one of the most widely recognized international experts in the field; established liaision with the Defense Manpower Data Center to support present and future research activity.

Project No. 4, Educational Technology: The Research Branch has initiated its participation in the ARI Evaluation Plan for videodisc enhanced German Gateway course materials which are being produced via a contract with Brigham Young University. The Research Branch will monitor, review, consult, and advise, in order to help ensure that the Evaluation Plan will meet the unique needs of DLIFLC.

2. Ad hoc studies as requested by the Dean and the Commandant of DLIFLC:

A preliminary study to determine the level of language proficiency needed upon graduation from DLIFLC to ensure success at the US Army School of the Americas.

Development of a research plan to assess the extent of incorporation of new teaching practices into routine DLIFLC classroom procedures. This assessment will establish baseline data concerning the extent to which various kinds of instructional behaviors are routinely present in typical DLIFLC classroom practice.

Development of new data collection and analysis procedures to permit the reporting of attrition data on a real-time basis in addition to the retrospective approach currently being utilized.

Preparation of an Evaluation Plan to assess the impact of a new scheduling and space utilization plan which was implemented experimentally by the Spanish Department in January 1985 when it moved into the new General Instructional Facility (GIF). A report was made to the Commandant in March 1985, on the basis of which the decision was made to return to a modified version of more traditional scheduling practices.

3. Support for ongoing evaluation efforts, e.g., revision and validation of existing student opinion questionnaires. The Branch is also coordinating with two user agencies in developing mutually useful external evaluation instruments and procedures.

4. Ad hoc consultation to a variety of visitors from other agencies and institutions on such matters as foreign language proficiency testing in the U.S. Air Force, foreign language placement and credit validation procedures at the U.S. Air Force Academy, and the aptitude testing project being coordinated by Supreme Allied Headquarters Powers, Europe (SHAPE) for the Bureau for International Language Coordination (BILC).

FACULTY AND STAFF DEVELOPMENT

In FY83 the division began to develop and conduct workshops dealing with the new Progressive Skills Integration (PSI) approach to teaching foreign languages, which became school policy in late FY82. This new approach was based on DLIFLC's proficiency goals and the Language Skill Level descriptions that have since been adopted as a common standard by all U.S. government agencies.

During FY83 we trained over 800 teachers, supervisors, course developers, chairpersons, and school directors in the first PSI course, PSI One, which dealt with techniques for developing speaking and writing skills. Some 80 instructional managers were subsequently trained in the PSI Two course, which addressed receptive skill development--listening and reading.

During FY84 we continued to conduct PSI workshops while developing additional courses in the same series: PSI 3, dealing with translation and interpretation skills; PSI 4, dealing with psychosocial behavior and cultural knowledge in the context of language proficiency; and finally, PSI 5, which considers the various ways in which instructional media and new technology can play a part in developing functional language skills by bringing the real world into the learning environment.

Also during FY84, we began working on a comprehensive new professional development program which we call the Professional Educator Program. While the PSI courses serve an immediate training need in implementing our new instructional approach, we have long recognized the need for a broad-ranging career development effort aimed at bringing all of our faculty onto a par with the best of their profession in academia. While many instructors come to DLI with extensive academic backgrounds and advanced degrees, these degrees are often in disciplines other than Foreign Language Education. Our Professional Educator Program constitutes a long-term investment in the future of DLI, and is predicated on the assumption that good teaching, at DLIFLC or anywhere, requires sound professional judgement and not just a familiarity with one textbook or one methodology. In FY85 the Professional Educator Program became operational, and we are continuing to develop additional inservice training courses.

While the Professional Educator Program will continue to be a top priority and consume much of our energies, we are also committed to making improvements

in a number of other areas. First and most important among these is the development of a workshop to train all DLIFLC instructors in the proficiency standards that now constitute basic course graduation requirements. We hope to begin offering this workshop during FY85. Second, we are preparing a training program for course developers. An outline syllabus for this program was developed last summer as one product of a Curriculum Policy and Planning Task Force that brought together curriculum specialist from both DLIFLC and the academic world.

In addition, most of our time and energies are dedicated to providing new teachers with the best pre-service training that we can give them. Our Basic Instructor Training Workshop continues to undergo more or less constant revision as we discover better ways to prepare new instructors for a future at DLIFLC.

RUSSIAN TOTAL IMMERSION LANGUAGE PROGRAM

The Russian total immersion facility is a DLIFLC initiative to improve the language proficiency of high potential students enrolled in the Russian Extended Course, the Russian Intermediate Course, or the Application Phase of the Russian Basic Course. Traditional classroom instruction is supplemented and enhanced by exposing a small group of students to highly intensive language instruction and practice in a controlled environment.

Intensive language instruction is best conducted in an atmosphere of total involvement in the linguistic and cultural milieu of the target country. Total immersion requires the student to use the target language exclusively in daily living. On 1 June 1983 DLIFLC established, initially on a one-year trial basis, a high intensity program in an isolated five bedroom house in Carmel Woods. The facility is operated by two DLIFLC Russian instructors responsible for controlling the out-of-class environment, ensuring the exclusive use of the Russian language in special activities, as well as in the various situations of everyday living. A group of six students is rotated to the facility every ten weeks. Data for eight sessions (43 students) show the experimental group students gained 10% more in speaking, and 2% and 3% more in listening and reading, than their counterparts in the control group.
If consistently successful in significantly raising the language proficiency of Russian students, this concept may be extended to other language programs.

COMPREHENSIVE TEST DEVELOPMENT PACKAGE

The Defense Language Proficiency Test III (DLPT III) is now replacing the DLPT I and DLPT II, which existed in over forty languages. The earlier tests had serious deficiencies, including lack of currency, limited number of test forms, limited number of skills tested (listening and reading only), and

limited range tested (Level 3 and below). This system had led to inflated scores over the years. The new DLPT III tests the full proficiency range (Levels 0-5) in three skills—listening, reading, and speaking. The DLPT III serves as the end-of-course test at DLIFLC. Like the earlier DLPTs, it tests the language at large and not any particular course of instruction. The DLPT III will eventually be a two-tiered system. Only those who score Level 3 on a lower range test will be eligible to take the upper range test in that particular skill. The primary aim of the new skill level standards is to equate level attainment across languages and across all government agencies engaged in language training. DLPT IIIS have been developed, validated, and implemented in French, German, Korean, Polish, Russian, Serbo-Croatian, and Spanish. Development has begun in six other languages—Modern Standard Arabic, Mandarin Chinese, Czech, Italian, Persian, and Vietnamese; two additional alternate forms will soon be developed for Russian and Spanish.

To eliminate the problem of inflated scores, DLIFLC recalibrated the older DLPTs using the skill level standards. This project brought DLPT results into line with tests used by other government agencies.

Since 1983 a new graduation policy has been in effect requiring a Level 1 in listening comprehension and one other skill. Those students who do not meet this objective receive a certificate of attendance rather than a DLIFLC diploma. These standards may be raised in the future.

ACADEMIC ATTRITION

Students are eliminated from DLIFLC for administrative and academic reasons. Administrative attrition is beyond the control of DLIFLC. It includes, among others, elimination for medical reasons, loss or non-award of security clearance, change requested by user agencies and failure to adapt to military life. Academic attrition consists of two categories, lack of effort (LOE), and lack of aptitude (LOA). Academic attrition rates are affected by each of a variety of factors such as scores on the Defense Language Aptitude Battery (DLAB), years of education, prior language learning, age, difficulty of the language and individual motivation. No single factor stands out yet as a useful predicator for students whose DLAB scores exceed the minimum cutoff of 85. We continue to collect and analyze the data, e.g., for possible combinations of factors. Once the students have begun their training, however, their quiz and test grades, plus the judgement of the faculty and Foreign Language Training Advisors, provide reasonable attrition decisions. Recent emphasis on earlier identification of attritees has significantly moved academic attrition toward the early weeks of the course.

NEW SYSTEMS TRAINING

DLIFLC continues to explore and identify relevant opportunities for application of technology to language training. Videotape players and video cameras are used in many classrooms in a variety of ways: to film student classroom exercises for instant feedback and evaluation, to vary class presentation and bring foreign culture into the classroom, and to observe students' and instructor's interaction to support a research project in one of our departments. In addition, workshops demonstrating the use and purpose of multi-media technology for language instruction in authentic cultural and linguistic settings are conducted regularly for our faculty and staff. Current projects in our New Systems Training Division include:

PLATO

DLIFLC has 14 stations in the Video Learning Center for common use by students. Two other stations are used in the division for developmental purposes.

Seven modules of an existing German program (German Basic Structure Series) have been programmed for use with PLATO. Twenty students are using the program as part of their homework and for refresher/maintenance purpose. Records of use, performance, and achievement are being maintained. This project is expected to be completed by July 1985.

Some PLATO programs for French, Spanish, and Italian are being reviewed for possible use in refresher/maintenance instruction. A program for Hebrew has been evaluated for use in our Hebrew department.

Computer Adaptive Testing Project

The Dean and personnel of our Evaluation and Standardization Division have developed a new testing matrix to ease the effort of developing and grading DLPTs. A sample computer program was developed via IPA and additional work will be done to insure that all requirements are met.

Arabic Writing and Sound System

The DLIFLC purchased a program developed at the University of Texas, for teaching Arabic Sound and Script using the IBM Personal Computer. This system is expected to reduce student learning time using the computer terminal to 16 hours compared to 40 hours in traditional classroom instruction.

INSTAVOX

Five random access audio devices are planned for use under computer control.

French Military Terminology Interactive Videotape Program

Using Canadian Armed Forces videotapes , the French department has developed an interactive videotape program to teach military terminology in French. Validation ended in April and this program will become operational in July 1985.

German Gateway Video--Enhanced Learning and Video-Enhanced Testing

A contract by Brigham Young University produced a total of ten disc sides of interactive instruction for DLIFLC German Gateway classes. Four discs are from existing films (KONTAKTE) and six were shot on locations in Germany in October 1984. Brigham Young University is now doing the programming. Ten interim Electronic Information Delivery System (EIDS), stations are included as part of the contract. Brigham Young University and the U.S. Army Research Institute are jointly conducting the evaluation.

U.S. Interagency Research Effort

A joint effort with the National Security Agency, DLIFLC, and the U.S. Army Forces Command has been underway to develop innovations in language instruction using current technology. Interactive video discs (one side each) for teaching Hebrew, Spanish, and Korean have been produced. DLIFLC departments are determining the best way to fit this type of instruction into their programs of instruction.

BBC Videotapes

A cooperative effort with NSA was begun to obtain video tapes and production rights for programs in French, German, Greek, Italian, Russian,and Spanish--a total of 50 hours. Language departments will review all tapes to determine specific uses.

New Basic Arabic Course

This project will form the first portion of a new basic Arabic course primarily using commercially obtained materials--From the Gulf to the Ocean. The test period is scheduled for 15 weeks beginning 5 July 1985 with one section of students who require less than the full 47-week Arabic Course.

NONRESIDENT TRAINING

Course Development

The Nonresident Training Division has assumed responsibility for developing the Professional Development Program Extension Courses (PDPEC).

These are exportable courses available to military units for group- or self-study. Their purpose is to improve and expand the language skills of interrogators and other linguists. Each course applies interrogation skills and current military terminology associated with Motorized Infantry, Armor, and Artillery within the context of a hypothetical interrogation. During 1985, completed PDPEC courses in Russian, Chinese, Korean, German, and Czech will be issued to military units. On-going and future projects include North African French, Spanish, and Russian (for Air Force operations).

Other short courses have been developed in French, German, Norwegian, and Russian to meet the unique requirements of the Special Forces. Another short course in Spanish has been developed for the US Navy SEAL.

Headstarts

The use of DLIFLC Headstart programs by military education centers is steadily increasing. Since these programs were designed for use in a self-instructional mode, they are also very much in demand by all U.S. military personnel assigned overseas. They provide an introduction to the language and culture of the host country. The focus is on communicating in practical situations such as greetings, introductions, shopping, ordering meals, asking for directions, and dealing with local transportation. Twelve programs have been developed so far: Saudi-Arabic Headstart, French Headstart for Belgium, German Headstart, Italian Headstart, Japanese Headstart, Korean Headstart, Headstart for the Philippines (Pilipino), Portuguese Headstart, Spanish Headstart for Latin America (Panama), Spanish Headstart for Puerto Rico, Spanish Headstart for Spain, and Turkish Headstart. Some of these are also in a videotape format: German, Italian, Pilipino, and Spanish Headstarts for Latin America and for Puerto Rico. The Turkish videotape version of the program is currently being developed under contract by the University of California at Los Angeles and will be completed by the end of the year.

Assistance to CLPs:

Last year, the Nonresident Training Division visited several Command Language Programs and offered technical guidance and assistance to military language training units. Depending on the need of the nonresident students, this guidance and assistance consist of testing students, evaluating programs, of instruction, restructuring programs, and providing instructor orientation or other services. Two of these visits provided instructor orientation in the use of our new Russian Refresher/Remedial Program which DLIFLC developed for Language Programs of the U.S. Forces Command.

STUDENT ENROLLMENT

In FY84, the average student enrollment at Monterey was 2433, 212 for the Presidio of San Francisco, and 306 at Lackland AFB. In addition, seventy-nine

DLIFLC students were enrolled at the Foreign Service Institute (FSI). Instruction was conducted in 35 languages and dialects. Enrollment projection for FY85 is 3544 for Monterey, 620 at Presidio of San Francisco, 420 at Lackland AFB, and 159 at FSI.

CONSTRUCTION PROGRAM

Construction programs are well underway. The quality of existing student housing, training, and recreational facilities is excellent, but for the past several years the DLIFLC student population has increased by about 500 students per year and this has led to severe overcrowding. A General Instruction Facility, one of three mentioned in the FY 83 Master Plan, was completed in March 1985. Construction of a second General Instruction Facility is in progress. A dormitory designed to accommodate 704 students is scheduled for completion this fall, and a 440-student dormitory and dining complex is also under construction. Construction has also begun on additional roads and utilities to service the new buildings as well as to upgrade the existing system.

Contracts are scheduled to be awarded at the end of FY 85 for the construction of a large Physical Fitness Center, a new Academic Library, a new Child Care Center, a new Logistical Warehouse, and a new Print Plant. Planned further in the future are a Joint Services Personnel Center, a third General Instruction Facility, new Bachelor Officers' Quarters, a new Automatic Data Processing Facility, and six Foreign Language Houses for total immersion programs. Completion of the FY 83 projects will allow DLIFLC to phase out its Lackland Air Force Base Branch and will relieve the serious overcrowding at the Presidio of Monterey. Closure of the DLIFLC Branch at the Presidio of San Francisco will be considered when the additional construction is completed.

DEFENSE LANGUAGE INSTITUTE

FOREIGN SERVICE INSTITUTE

ANNUAL REPORT

B.I.L.C. CONFERENCE 1985

United States Department of State

Foreign Service Institute

1400 Key Boulevard
Arlington, Virginia 22209

INPUT FOR NATIONAL REPORT -- BILC 1985

Foreign Service Institute: School of Language Studies

THE "BASIC COURSE": PROGRAMS FOR OFFICER CORPS

FSI's School of Language Studies invests a portion of its manpower and money each year in an effort to keep its 40+ full-length language programs (the "BASIC Courses") up to date, both linguistically and methodologically. A portion of this work is routine "maintenance"--a normal operating expense if FSI instructional programs are to remain current with changing events overseas and modern language teaching practices.

Each year a few programs are selected for major attention. Some of the BASIC courses were written in the 60s and early 70s, and are in need of more than supplementation and minor revisions. These major projects range from the development of entirely new course elements to the creation of a complete program--including student and teacher instructional materials, audio tapes, and reading matter.

The total amount spent on BASIC course development in FY84 was 11.1 man-years. The major projects undertaken in FY84 included the following.

- Languages of Eastern Europe Project (LEEP) A major 3-year project was launched to re-create five 44-week Eastern European language/area programs: Bulgarian, Czech, Hungarian, Polish, and Serbo-Croatian. The start of this project was postponed from October 1, 1984 to February 11, 1985, due to delays in funding approval. A three-person task force is now at work, together with selected faculty members from the languages in question. The project will require at least two years, with a third year for preparing materials for publication.

- Language/Area Studies Integration An extensive study was conducted jointly with FSI's School of Area Studies to evaluate and improve procedures for the blending of program components in all language/area courses. Many of the task force's recommendations, such as fully collaborative sequencing of course events, have already been implemented; several with significant resource implications were

deferred pending funding. One such recommendation is to lengthen the normal training cycle for French and Spanish BASIC courses from 20 to 24 weeks so that a higher percentage of beginning students would attain the S-3/R-3 within the stipulated course length.

- o A prototype program was created for the final 4 weeks of language/area training for Spanish students bound for Mexico. Field-tests have proved highly successful. SLS plans to develop similar programs for other countries and sub-regions; expansion will depend on further funding.

- o Developed 15 introductory units in Czech; renovated (updated, expanded, supplemented) written and taped materials in Bulgarian, Russian, Spanish, and Turkish.

THE "FAST COURSE": PROGRAMS FOR SUPPORT PERSONNEL/FAMILY MEMBERS

The FAST courses comprise a second language curriculum specially tailored to the needs of family members at foreign language posts and employees assigned to non-LDP positions. Full-time intensive programs, 6 to 10 weeks in length, these programs were first offered in FY80. FAST courses in 16 languages are now offered annually. Materials for several of the most frequently run courses have been published; the others are in various stages of preparation.

In 1984, two new FAST courses were drafted and successfully field-tested in Egyptian Arabic and Hindi. The Metropolitan French FAST materials were published in 1984; drafts of Japanese and Italian materials were completed preparatory to formatting and final editing. Teaching materials were renovated/revised/expanded in Thai, German, Indonesian, Brazilian Portuguese , and Indonesian.

FAST materials development continues in FY85, with two new languages added: Hebrew and Icelandic.

STAFF DEVELOPMENT

The quality of training depends on the excellence of the staff--instructors and supervisors--as well as on the training materials and program designs. In 1984, SLS had a number of retirements from the ranks of its Language Training Supervisors; six new LTSs were hired to replace and augment this cadre of professional linguists. Also 30-40 new instructors, the normal turn-over, were hired during 1984. SLS designed and implemented a series of orientation/training programs in 1984 to ensure that all new faculty members get off to a quick--and correct--start.

The First-Year Instructor (FYI) Program This program consists of three workshops sequenced to occur at intervals during each instructor's first year, as follows:

- o Workshop #1 -- One-day orientation during instructor's 1st month.
- o Workshop #2 -- Two-day workshop on special features of SLS language training programs.
- o Workshop #3 -- Two-day workshop on FSI's students, the missions of client-agencies, and the training cycle.

Pending funding support, a more ambitious new instructor training program is planned for FY85-86. The major cost is the time of the instructors themselves, who must be withdrawn from the teaching schedule for staff training events.

The General Orientation for Language Training Supervisors This program consists of the following:

- o Workshop A -- Two days during LTS's first month
  SLS objectives; Who's Who; tour of FSI; familiarization with special features of SLS language training/testing; briefing on FSI students and their agencies.
- o Workshop B -- Two days during LTS's second quarter
  Principles and guidelines for supervision of students/instructors; case studies.
- o Workshop C -- Two days during LTS's third quarter
  Detailed briefing on new SLS curricular initiatives.

DEFENSE LANGUAGE INSTITUTE

ENGLISH LANGUAGE CENTER

ANNUAL REPORT

B.I.L.C. CONFERENCE 1985

DLI, ENGLISH LANGUAGE CENTER

ANNUAL REPORT

30 April 1985

1. INTRODUCTION.

a. Each fiscal year, the Military Departments provide DLIELC with the number of foreign military trainees (FMT) programmed to attend DLIELC prior to their entry into US technical/professional training programs. In FY 84, 2,068 FMT entered DLIELC. Approximately the same number are programmed to attend in FY 85. The average daily student load of 540 has FMT personnel from approximately 68 different countries.

b. The English language proficiency skill level required for entry into a technical/professional program is determined by each Military Department and is expressed in terms of an English Comprehension Level (ECL) test score on a scale of 0 - 100. The majority of the programs which are highly technical or hazardous in nature require an ECL of 80. Prerequisites for less technical courses vary from 65 to 80 ECL. The FMT is given an ECL screening test in-country prior to departure for CONUS. If the FMT does not meet the English language proficiency requirements for direct entry into the technical or professional program, or if the FMT requires Specialized English terminology training as a course prerequisite, the individual is programmed for additional language training at DLIELC.

2. ENGLISH LANGUAGE TRAINING COURSES.

a. The American Language Course (ALC) is a proficiency-based course and is variable in duration. Upon entry at DLIELC, an FMT is placed at the appropriate proficiency level in the American Language Course and receives six hours of instruction daily. During the last nine weeks of scheduled training at DLIELC, providing the minimum ECL score has been achieved, the FMT studies specialized technical terminology appropriate for the scheduled follow-on training program.

b. DLIELC conducts four courses for selected FMT who are involved with the teaching of English in their homelands.

(1) The Basic English Language Instructor Course is a 27-week course. During this time, the trainees study the structure and phonology of English, and the DLI methodology of teaching English as a Foreign Language (TEFL). Emphasis is placed on TEFL techniques and peer teaching. Six classes of this course are scheduled annually.

(2) The Advanced English Language Instructor Course is a 13-week course. It is intended for experienced TEFL instructors who need to be updated on the TEFL "state-of-the-art" and on teaching techniques. This course is conducted quarterly.

(3) The Advanced Program in English Language Training Management Systems Course is an 8-week course. It is conducted twice a year for FMT who are managers, administrators, and/or supervisors in host country English Language Training Programs (ELTP).

(4) The English as a Medium of Instruction Course is designed for International Instructors who must teach academic/technical subjects in English. This 16-week course provides intensive practice in developing and delivering lesson plans from their own text materials. Students are required to bring their own text materials and must have an ECL of 80 for entry into the course. Class dates are variable and can convene at any time when a group of five or more students are programmed.

c. Three additional courses are also conducted by DLIELC as required for FMT.

(1) Language Laboratory Maintenance Training provides instruction and practice in the installation, maintenance, and operation of language laboratories. Course duration varies from three to eight weeks depending upon previous experience of the trainees in electronics.

(2) OJT Professional/Specialized, CONUS consists of on-the-job training in general laboratory procedures, i.e., operational and preventive maintenance procedures.

(3) Observer Professional/Specialized, CONUS is tailored to cover those areas in the operation and administration of an ELTP which are most appropriate to the observer(s) as defined by the host country.

3. OVERVIEW OF DLIELC TRAINING ACTIVITIES. The following special projects highlighted the academic training program during the past fiscal year:

a. During the last year DLIELC has sent Mobile Training Teams (MTTs) worldwide to perform surveys, start new ELTPs, assist in special projects, administer oral proficiency exams, advise, and instruct. MTTs have gone to the Republic of the Sudan, Ecuador, Puerto Rico, Saudi Arabia, Chad, Colombia, Taiwan, Egypt, Germany, and Japan. Currently, there are MTTs in Egypt, Spain, Honduras, Venezuela, Somalia, Tunisia, and the Republic of the Philippines. Language Training Detachment (LTD) personnel on long term assignments are currently stationed in Saudi Arabia, Somalia, the Republic of the Sudan, the Yemen Arab Republic, Zaire, Indonesia, Thailand, and Honduras.

b. General English Language Training Program for US Army ROTC graduates: The US Army students started to arrive at DLIELC in January 1982 from Puerto Rico. A total of 50 students per year were programmed. The DLIELC mission is to train them in the General English Section for a period of up to 16 weeks for improvement of their speaking and comprehension abilities.

c. The Commandant, DLIELC and the Chief of the Nonresident Training Branch visited the following countries during the last year to evaluate the English language programs as they relate to US foreign policy, and discuss their activities and requirements with Security Assistance Office personnel and host country officials: Somalia, Egypt, the Yemen Arab Republic, Saudi Arabia, Bahrain, Qatar, United Arab Emirates, and also Mexico and Guatemala.

Col Kilborn and the Dean of Academics of DLIELC also visited Panama, Venezuela, Colombia, Ecuador, and Peru, to discuss the English language programs with US Southern Command as well as US and host country officials in each country.

d. During the past year the Command Program Section of the Nonresident Training Branch continued to monitor all approved US Military Nonresident English Language Programs (NRELP) in CONUS and overseas, and to provide American Language Course (ALC) and Pre-Basic Training English Language Course (Pre-BTELC) materials to US military personnel, civilian employees of the US military, and dependents who are not native speakers of English. Currently, there are 77 approved Army NRELPs in approximately 179 locations in CONUS and overseas. The USAF has two active programs. The USN has one. Another in the US Navy Ship Repair Facility in Yokosuka, Japan is awaiting approval.

e. April 20, 1984, DLIELC was awarded the Joint Meritorious Unit Award for the period 1 January 1980 to 30 June 1983 for "outstanding training provided to more than 37,000 foreign military students."

4. CURRICULUM DEVELOPMENT ACTIVITIES.

a. During the past year DLIELC formally established the English as a Medium of Instruction Course (EMIC). This course was developed primarily in response to a need identified by Turkey. The course goal is to prepare non-native speakers of English who are assigned in their country programs as instructors of academic subjects, but who must deliver this instruction in English. Students who complete this course often proceed on to the ATC Technical Instructor Course conducted at Lackland AFB, or to the Academic Instructor Course conducted in the Air University at Maxwell AFB before returning to their country to begin platform duties. The specific approach of this course is to assist students to prepare presentations from their own English language technical/academic textbooks. Students in this course receive abundant practice in preparing and delivering their own presentations in front of TV cameras, and in analyzing and critiquing their own taped performance. They leave the course with a full set of complete or partial presentations in their technical courses.

b. In the Instructor Training area DLIELC successfully concluded the field trial of the methodology modules in the Basic English Language Instructor Course (BELIC). In addition, a new series of instructional modules on grammar were prepared for the same course and were introduced in the classroom for tryout in May.

c. In response to a request from the Air Force, DLI developed a Recorded Oral English Evaluation to assist in the screening of personnel assigned to staff and instructor pilot positions in the Euro-Nato Joint Jet Pilot Training Program at Sheppard AFB. This measurement assist was delivered to the Air Force on 7 January and is now in the process of being implemented.